

Birchwood Geography Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<p>Reception autumn</p>	<p>Autumn 1</p> <p><u>Understanding the World</u> -Know that we live in the country called England. -Know what forests, schools, towns, parks and farms.</p> <p><u>Communication and Language</u> -Know that some books are factual.</p> <p><u>Personal, Emotional and Social Development</u> -Know that to focus is to concentrate on one thing at a time.</p> <p>Autumn 2</p> <p><u>Understanding the World</u> -Know there are 4 seasons Spring, Summer, Autumn and Winter. -Know that some animals hibernate during winter (bear, badger, squirrel).</p> <p><u>Communication and Language</u> -Know that some books are factual.</p> <p><u>Personal, Emotional and Social Development</u> -Know that to work as a team means listening to others ideas. -Know that to build a relationship you need to use kind words.</p>	<p>Autumn 1</p> <p><u>Understanding the World</u> -Compare similarities and differences between themselves and their friend - physical appearance, families, where they live and traditions. Identify pictures of different environments: forests, school, town, park and farm. -Describe different environments they can see around them, forests, school, town, park and farm. -Discuss simple difference between two of: forests, school, town, park and farm.</p> <p><u>Communication and Language</u> -Use a wider range of vocabulary (see vocabulary list) -Begin to use why questions to clarify ideas and understanding. -Follow and understand 1 step questions. -Engage in non-fiction books.</p> <p><u>Personal, Emotional and Social Development</u> - Join in with play with others in the continuous provision and begin to show focus on the task in hand.</p> <p>Autumn 2</p> <p><u>Understanding the World</u> - Identify features of different seasons (Autumn: leaves fall off trees, Winter: colder, Spring: plants begin to grow, Summer: weather is warmer). -Talk about the similarities and differences through seasonal changes on trees. -Investigate the seasonal changes from autumn to winter (weather and plants).</p> <p><u>Communication and Language</u> -Use a wider range of vocabulary (see vocabulary list) -Begin to use why questions to clarify ideas and understanding. -Follow and understand 1 step questions. -Engage in non-fiction books.</p> <p><u>Personal, Emotional and Social Development</u> - Work within a team to build relationships and use appropriate conversation with others. - Begin to use resilience when not understanding first time.</p>	<p>holiday, beach, sea, house, hotel, aeroplane, ferry, car, bus. house, shop, park, fields, town, village, city, family, appearance, face, hair, same, different, friend, park, school, town, forest, farm, environment,</p> <p>nature, autumn, season, tree, feather, harvest, twig, wild, hibernate, wind, leaf, winter, nut, pine cone, migrate, woodland, conker, berry, acorn, nature, spring, summer, winter, bear, badger, squirrel, collect.</p>	<p>Pictures and videos of forests, school, town, park and farm. Mirrors, magnifying glasses, range of natural resources, conkers, acorns, stones, pine cones etc. Non- fiction books.</p>

<p>Reception spring</p>	<p>Spring 1 <u>Understanding the World</u> -Know the world is divided into countries. Know that there are other places in the world that are different to where they live (Arctic/Antarctic). -Know that a passport is something that allows people to travel to different countries. -Know that an Atlas is a book that gives information about the world and its countries.</p> <p><u>Communication and language</u> -Know the meaning of key vocabulary (see list)</p> <p><u>Personal, Emotional and Social Development</u> - Know the difference between your home and other environments.</p> <p>Spring 2 <u>Understanding the World</u> -Know that a map can be used to show where places are and to help find routes. -Know what a route is.</p> <p><u>Communication and language</u> -Know the meaning of key vocabulary (see list)</p>	<p>Spring 1 <u>Understanding the World</u> -Use Google maps to see the world and understand its vastness. -Take a virtual plane ride to experience how air travel is essential to access some places in the world. -Compare Arctic environment to their own immediate environment (weather, plants, houses). -Describe some similarities and differences about Arctic/Antarctic and England.</p> <p><u>Communication and Language</u> -Ask questions to find out more and to check they understand what has been said to them. -Describe the Arctic and how it differs from this country.</p> <p><u>Personal, Emotional and Social Development</u> - Be able to notice the differences between your home and others.</p> <p>Spring 2 <u>Understanding the World</u> -Identify the important places in their community such as churches, schools, post office, shop and home. -Draw information from a simple map (Going on a bear hunt- draw map of different environments- river, long grass etc). -Look at simple maps and begin to plot simple routes. -Follow a map to post a letter.</p> <p><u>Communication and Language</u> -Ask questions to find out more and to check they understand what has been said to them. -Describe their community and who lives with and around them (home, town, school etc.)</p>	<p>melt, cold, snow, snowflake, footprint, freeze, frost, warm, water, weather, ice, winter, globe, atlas, country, airport, passport, plane, habitat,</p> <p>map, route, Dordon, Polesworth. grass, rive, mud, forest, snowstorm, cave, direction, up, down, turn, compare, same, different. church, park, shop, community, airport, passport, plane, habitat,</p>	<p>simple local maps, atlases, world maps, google maps,</p>
<p>Reception summer</p>	<p>Summer 1 <u>Understanding the World</u> -Know what a country is. -Know that Africa is a continent made of many countries.</p> <p><u>Communication and Language</u> -Know what a question is and how to respond appropriately. -Know what a community is.</p>	<p>Summer 1 <u>Understanding the World</u> -Make observations about Africa and how it differs from the countries they have already learnt about earlier in the year (weather, landscapes: mountains and deserts, towns). -Use Google maps to see the location of Africa, Kenya, Serengeti and that it is far a great distance from England. -Explore different Kenya communities and traditions including music, instruments and dance. -Compare landscape, wildlife and weather of Serengeti to where they live. -Investigate the season changes as we move into Spring (weather, plants). -Recognise similarities and differences between England and Kenya by looking at photos and non-fiction books. -Look closely at similarities and differences between animals in Africa and animals in our local areas (domestic animals- pets & wild animals such as foxes to Elephants, Zebras, cheetahs and lions.) -Investigate the season changes as we move into Summer (weather, plants)</p> <p><u>Communication and Language</u> -Ask questions to find out more and to check they understand what has been said to them. -Discuss their community and how it differs from the community in another country (weather, plants, animals, towns).</p>	<p>Africa, Kenya, camouflage, colour, wildlife, safari, wild, continent, country, Serengeti, Masai, Zebra, elephant, lion, cheetah, fox, dog.</p>	<p>maps, non-fiction books, photos, artefacts from Kenya, musical instruments.</p>

<p>Y1 autumn</p>	<p>Autumn 1 -Space <u>Human & Physical Geography.</u></p> <p>-To know the world is a sphere. -Know that areas near to the equator are hotter than areas further away. -Know the location of North and South Pole.</p>	<p>Autumn 1 -Space <u>Human & Physical Geography</u></p> <p>-Locate the equator using a globe. -Locate North and South Pole using a globe. -Identify whether countries will be hotter or colder based on whether they are close to the equator.</p>	<p>Equator, North Pole, South Pole, globe, hot and cold areas, location.</p>	<p>Globe, large hall map.</p>
<p>Y1 spring</p>	<p>Spring 1 - No Place like Home <u>Human & Physical Geography</u></p> <p>-To know that Polesworth is a village. -To know that cities are large towns where lots of people live. -To know that many offices and shops are found in cities, -To know that a town is a built-up area larger than a village. -To know that shops and houses are found in towns. -To know that a village is smaller than a town and situated in the countryside. -To know that houses and essential shops are found in villages. -To know that a hill is the natural raise to the land -To know that a river runs through Polesworth.</p> <p><u>Geographical Skills and Fieldwork</u> -To know that maps show a location from a bird's eye view. -To know how buildings and roads are represented on maps using a key. -To know the compass directions-North, South, East, West.</p> <p>Spring 2- Monarchs <u>Locational Knowledge</u> -To know the four countries of the UK. (England, Scotland, Wales and Northern Ireland)</p>	<p>Spring 1 - No Place like Home <u>Place Knowledge/Human & Physical Geography</u></p> <p>-Compare and contrast villages, towns and cities. (Birmingham, Tamworth, Polesworth) -Describe the local area using key vocabulary: shops, houses, hill, river, village, school.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>-Identify buildings and roads on an aerial photograph of Polesworth. -Devise a simple map of the classroom, school and a small area of Polesworth including a key (roads, houses, shops, Birchwood School) . -Follow a map and identify key features in the local area (roads, houses, shops, Birchwood School and hill)</p> <p>Spring 2- Monarchs <u>Locational Knowledge</u> -Locate the four countries of the UK using an atlas. -Compare the four countries of the UK- size, temperature, population. (Need to know that the population in England is higher).</p>	<p>Shops, houses, hill, river, village, school, town, city, building. Road, aerial, map, key, North, South, East, West, compass, birds eye view, location.</p> <p>England, Scotland, Wales, Northern Ireland, population, temperature, atlas, country.</p>	<p>Aerial photographs of: Birmingham, Tamworth, Polesworth.</p> <p>Infant atlas Blank maps of UK to label four countries.</p>
<p>Y1 summer</p>	<p>Summer 1 -Rio De Vida (Brazil) <u>Locational Knowledge</u></p> <p>-To know the world's seven continents. -To know Brazil is located in South America. -To know that Rio is on the coast of the South Atlantic Ocean.</p> <p><u>Human & Physical Geography/Place Knowledge</u> -To know that Rio is a city. -To know that Brazil is south of the equator. -To know that it is hotter in summer and colder in winter. -To know that temperatures in Rio are hotter than UK. -To know that a mountain is larger than a hill.</p>	<p>Summer 1 -Rio De Vida (Brazil) <u>Locational Knowledge</u></p> <p>-Identify the 7 continents using an atlas. -Identify the location of Brazil and the South Atlantic Ocean using an atlas.</p> <p><u>Human & Physical Geography/ Place Knowledge</u> -Compare the seasonal temperatures with Rio & London saying which is hotter and colder. -Identify what makes Rio a city (large built up area) what is the same/different about London and Rio- temperature, size, and population, hill/mountains (Sugar loaf mountain), rivers.</p> <p><u>Geographical Skills & Fieldwork</u> -Describe the location of the 7 continents using NSEW.</p>	<p>Continent, Asia, Africa, Europe, Antarctica, Australia, North/South America Rio, Brazil, Polesworth, temperature, population, hill, mountain, North, South, East, West.</p>	<p>Atlas Map of the world to label the 7 continents.</p>

<p>Y1 summer</p>	<p>Summer 2 – Enchanted Woodlands <u>Geographical skills and fieldwork</u> -To know that maps show a location from a bird’s eye view. -To know how buildings and roads are represented on maps using a key. -To know the compass directions-North, South, East, West.</p>	<p>Summer 2 – Enchanted Woodlands <u>Geographical Skills & Fieldwork</u> -Devise a simple picture map of an imaginary woodland including features such as trees, paths, streams, gates etc. -Create a simple key showing trees, paths, gates and streams.</p>	<p>map, key, path, stream, gate, tree, route, plot, North, South, East, West.</p>	<p>aerial photographs, maps,</p>
<p>Y2 autumn</p>	<p>Autumn 1 -Bright Lights Big City <u>Locational Knowledge</u> -To know the four countries of the UK. (England, Scotland, Wales and Northern Ireland). -To know the capital cities of the UK. -To know where the other UK countries are using compass points in relation to England (Scotland is North of England)</p> <p><u>Place Knowledge/Human & Physical</u> -To know that Polesworth is a village. -To know that cities (London) are large towns where lots of people live. -To know that many offices and shops are found in cities -To know that a town is a built-up area larger than a village. -To know that shops and houses are found in towns. -To know that a village is smaller than a town and situated in the countryside. -To know that houses and essential shops are found in villages. -Know that areas near to the equator are hotter than areas further away. -To know there are seasons and daily weather patterns in the UK.</p> <p><u>Geographical Skills & Fieldwork</u> -To know that maps show a location from a bird’s eye view. -To know how buildings and roads are represented on maps using a key. -To know the compass directions-North, South, East, West. -To know aerial photographs are photographs taken from the air.</p>	<p>Autumn 1 -Bright Lights Big City <u>Locational Knowledge</u> -Locate countries and capital cities of the UK using an atlas. -Use a compass to describe countries in relation to each other.</p> <p><u>Place knowledge/Human & Physical</u> -Compare and contrast Polesworth with London. -Identify what makes London a city (large built up area) what is the same/different about Polesworth and London- size, population, rivers, city/village, houses, offices, shops. -Describe the local area using key vocabulary: shops, houses, hill, river, village, school. -Describe London using key vocabulary- city, factory, house, office, port, shops. -Describe the four seasons. Describe the weather types in those seasons. -Record the week’s weather using symbols.</p> <p><u>Geographical Skills & Fieldwork</u> -Use an atlas to locate London. -Identify buildings and roads on an aerial photograph of London. -Use directional & locational language to describe the location of features/routes on a map of London.</p>	<p>North, South, East, West, near, far, left, right, city, town, village, factory, house, office, port, shop, school, hot, cold, equator, UK, London, Polesworth, Wales, Scotland, Northern Ireland, Cardiff, Belfast, Edinburgh, England, season, weather.</p>	<p>Atlas, aerial photographs of London, photographs of Polesworth.</p>
<p>Y2 spring</p>				

<p>Y2 summer</p>	<p>Summer 1 - Land Ahoy</p> <p><u>Locational knowledge</u></p> <p>-To know the seas and oceans surrounding the UK. (Arctic, Pacific, Atlantic, Indian, Southern) (o the South-English channel; to the East -North sea; to the west- Irish sea & Atlantic Ocean)</p> <p>-To know that Kingston Jamaica is Located on the south-eastern coast of the island, it is both the capital and largest city of Jamaica.</p> <p><u>Place knowledge/ Human and Physical geography</u></p> <p>-To know that Birmingham is inland and Kingston Jamaica is on the coast</p> <p>-To know that Kingston is the capital of Jamaica</p> <p>-To know that the physical features of Kingston are: valleys, mountains, hills, rivers, waterfalls, plateau, caves, cays, mineral springs, harbours and plains.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-To know that maps show a location from a bird’s eye view.</p> <p>-To know how landmarks and human & physical features are represented on maps using a key.</p> <p>-To know the compass directions-North, South, East, West.</p> <p>-To know aerial photographs are photographs taken from the air.</p> <p>Summer 2 - On the Beach</p> <p><u>Locational Knowledge</u></p> <p>-To know the capital cities of the UK.</p> <p>-To know the seas and oceans surrounding the UK. (Arctic, Pacific, Atlantic, Indian, Southern) (to the South-English channel; to the East -North sea; to the west- Irish sea & Atlantic Ocean)</p> <p>-To know the location of Weston-Super-Mare.</p> <p><u>Place knowledge/ Human and Physical Geography</u></p> <p>-To know that Weston-Super-Mare is a seaside resort and town located in North Somerset is located on the Bristol Channel coast.</p> <p>-To know that Tamworth is a large town and Weston-Super-Mare is a large town.</p> <p>-To know that Tamworth and Weston-Super-Mare have similar human features- house, office, farms, shops.</p> <p>-To know that Weston-Super-Mare has a harbour (Knightstone) and a pier.</p> <p>-To know that Weston-Super-Mare is on the coast and has a beach.</p> <p>-To know that Tamworth is situated inland.</p> <p>-Know that RNLI stations are located in costal locations.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>-To know the symbols used in a key on a coastal town map (aerial) and OS map.</p>	<p><u>Locational knowledge</u></p> <p>-Locate seas and oceans surrounding the UK using an atlas.</p> <p>-Make simple sketch maps to show their locations.</p> <p>-Locate Jamaica in an atlas and on large world hall map.</p> <p><u>Place knowledge/ Human and Physical geography</u></p> <p>-Compare and contrast Birmingham with Kingston Jamaica.</p> <p>-Describe the local area using key vocabulary: shops, houses, hill, river, village, school.</p> <p>-Describe Kingston Jamaica using key vocabulary: valley, mountains, hill, harbour, vegetation, river, beach and coast.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-Use an atlas to locate Kingston Jamaica.</p> <p>-Identify landmarks and basic physical features on an aerial map of Kingston Jamaica.</p> <p>-Use directional & locational language to describe the location of features/routes on a map of Kingston Jamaica.</p> <p>-Follow a map around the school to find hidden treasure.</p> <p>Summer 2 - On the Beach</p> <p><u>Locational knowledge</u></p> <p>-Locate countries and capital cities of the UK using an atlas.</p> <p>-Use a compass directions to describe countries in relation to each other.</p> <p>-Locate seas and oceans surrounding the UK using an atlas.</p> <p>Locate Weston-Super-Mare in an atlas.</p> <p><u>Place knowledge/ Human and Physical Geography</u></p> <p>-Compare and contrast Tamworth with Weston-Super-Mare.</p> <p>-Describe the physical features of Tamworth and Weston-Super-Mare (beach, coast, hill, sea, ocean).</p> <p>-Describe the human features of Tamworth and Weston-Super-Mare (town, farm, house, office, harbour, shop, leisure facilities).</p> <p>-Find the location of Saltwick Nab – a rocky platform, sometimes hidden by sea. Consider dangers of such a feature.</p> <p>-Use information gathered from the RNLI website to locate the UK’s RNLI stations. Identify these locations on maps and in which countries of the UK they are based.</p> <p><u>Geographical skills and fieldwork</u></p> <p>-Follow a map and identify key features in Weston-Super-Mare (houses, shops, pier, harbour, beach, sea) using symbols in a key.</p> <p>-Use directional & locational language to describe the location of features/routes on a map of Weston-Super-Mare</p> <p>-Use compass directions in relation to features on a map of Weston-Super-Mare.</p>	<p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, village, house, harbour, shop, Jamaica, Kingston, Arctic, Pacific, Atlantic, Indian, Southern, to the South- English channel; to the East -North sea; to the west- Irish sea & Atlantic Ocean.</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, village, house, harbour, shop, Weston-Super-Mare, Arctic, Pacific, Atlantic, Indian, Southern, to the South- English channel; to the East -North sea; to the west- Irish sea & Atlantic Ocean, North, South, East, West, near, far, left, right, city, town, village, factory, house, office, port, shop, school, hot , cold, equator, UK, London, Polesworth, Wales, Scotland, Northern Ireland, Cardiff, Belfast, Edinburgh, England, season, weather.</p>	<p>Atlas, hall world map. photographs and videos of Kingston Jamaica, photographs of Polesworth.</p> <p>Atlas, coastal OS map of Weston-Super-Mare and aerial image.</p>
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<p>Y3 autumn</p>	<p>Autumn 1- USA <u>Locational knowledge</u> -To know the location of North and South America and certain states (LA, Texas, NYC, San Francisco) -To know the position of the Equator and the Northern/Southern Hemisphere. -To know that New York City is a major city in North America.</p> <p><u>Place Knowledge/Human and Physical geography</u></p> <ul style="list-style-type: none"> - To know that New York City is the most populated state in North America. - To know that New York has one of the world's largest harbours. - To know that New York is located at the southern tip of the state of New York. - To know that New York is split into 5 boroughs- Brooklyn, Queens, Manhattan, The Bronx & Staten Island. - To know that the climate in New York is temperate. <p><u>Geographical skills and fieldwork</u> -To know the symbols used in a key. To know that maps show a location from a bird's eye view. -To know how landmarks and human & physical features are represented on maps using a key. -To know four and six grid references.</p> <p>Autumn 2 –The Stone Age <u>Locational knowledge</u> -To know the location of Skara Brae. (found on the Orkney Islands north of Scotland) -To know the counties (Warwickshire and surrounding counties) and cities of the UK (capital cities and Birmingham). <u>Place Knowledge/Human and Physical geography</u> -To know that Skara Brae houses are made of stone. -To know that Skara Brae is a settlement. -To know that Skara Brae is on the coast.</p> <p><u>Geographical skills and fieldwork</u> -To use the eight points on a compass.</p>	<p><u>Locational knowledge</u> - Locate North & South America and its states (LA, Texas, NYC, San Francisco) using a World Map/junior atlas.</p> <p><u>Place Knowledge (Compare & Contrast)/ Human and Physical geography</u> -Compare position of North & South America to the equator/northern & southern hemisphere. -Describe the physical features of New York City (climate, rivers- Hudson,) - Describe the human features of New York City (shops, skyscrapers, houses, apartments, harbour, port).</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Follow a map and identify key features in New York City (houses, shops, skyscrapers, harbour,) creating symbols and a key from a birds eye view. • Plot New York landmarks using a key and four/six grid references. <p>Autumn 2- The Stone Age <u>Locational knowledge</u> -Locate Skara Brae using a junior atlas. -Locate key counties/cities close to its location.</p> <p><u>Place Knowledge/Human and Physical geography</u> Compare and contrast Skara Brae with Polesworth. Describe the physical features of Skara Brae (coast, sea.) Describe the human features of Skara Brae (houses, a type of settlement, land use -farmers and fishermen).</p> <p><u>Geographical skills and fieldwork</u> Use eight points of a compass to identify countries in relation to UK.</p>	<p>Continent, North & South America, state, equator, northern/southern hemisphere, map ,symbol, landmark, river, shops, skyscrapers, houses, apartments, harbour, port, coat, sea, settlement, land use, compass, country.</p>	<p>Junior atlas, hall world map, photographs of New York City, New York city maps with grid references.</p>
<p>Y3 spring</p>	<p>Spring 2- Rocks, Volcanoes and Earthquakes <u>Locational knowledge</u> -To know the location of volcanoes using a world map (Vesuvius, St Helen's, Mount Tambora, Fuji, Krakatoa).</p>	<p>Spring 2- Rocks, Volcanoes and Earthquakes <u>Locational knowledge</u> -Explore lines of latitude and longitude using world maps and atlases. -Locate volcanoes on world maps.</p>	<p>Latitude, longitude, volcano, chamber, vent, crater, earthquake, tectonic, explosion, landscape, Earth.</p>	<p>World map, junior atlas, hall world map.</p>

	<p>-To know that latitude & longitude lines are used to find locations across the world. -Know how to record latitude and longitude of locations. <u>Human and Physical geography</u> -To know the key aspects of volcanoes. -To know the key aspects of earthquakes.</p>	<p><u>Human and Physical geography</u> -Describe the key aspects of volcanoes (the chamber, the vent and the crater). -Describe the key aspects of earthquakes (tectonic, volcanic, collapse and explosion). -Describe how physical geography has changed landscape. -Describe why earthquakes and volcanos occur (due to the movement of Earth's tectonic plates).</p>		
<p>Y3 summer</p>	<p><u>Summer 1- Ancient Greece</u> <u>Locational knowledge</u> -To know that Greece is in the continent of Europe. -To know the names of the European countries close to/bordering Greece.</p> <p><u>Place Knowledge/Human and Physical geography</u> -To know that Greece has the longest coastline in Europe and is the southernmost country in Europe. -To know that Greece's mainland has rugged mountains, forests and lakes.</p> <p><u>Geographical skills and fieldwork</u> - To know that plans are a set of two-dimensional drawings or diagrams used to illustrate an object or place.</p> <p>Summer 2 – Scrumdiddlyumptious <u>Locational knowledge</u> -To know that China, India, USA and Brazil are the countries that distribute the largest amounts of the world's foods. -To know that about 70% of the world's cocoa beans come from 4 West African countries (Ivory Coast, Ghana, Nigeria & Cameroon).</p> <p><u>Human and Physical geography</u> -To know the key aspects of food distribution. (post-harvest activities- the processing, transportation, storage, packaging, and marketing of food)</p> <p><u>Geographical skills and fieldwork</u> -To know that routes can be presented and recorded in a variety of ways (sketch maps, plans and graphs, and digital technologies).</p>	<p><u>Summer 1- Ancient Greece</u> <u>Locational knowledge</u> -Locate using a junior atlas the countries in Europe close to/bordering Greece.</p> <p><u>Place Knowledge/Human and Physical geography</u> -Describe the physical features of UK and Greece (beach, coast, hill, sea, ocean, mountain, forest, lake). -Describe the human features of UK and Greece (town, village, farm, house, office, harbour, shop)</p> <p><u>Geographical skills and fieldwork</u> Sketch a plan of Greece (the island of Crete and the Palace of Knossos)</p> <p><u>Summer 2 – Scrumdiddlyumptious</u> <u>Locational knowledge</u> -Locate the countries that distribute the world's foods/cocoa beans using the hall world map & junior atlas. -Find out how food is transported from different parts of the world. -Find out about 'Fair Trade' products and the impact of these on the communities that grow products.</p> <p><u>Human and Physical geography</u> Describe the key aspects of food distribution (post-harvest activities, the processing, transportation, storage, packaging, and marketing of food).</p> <p><u>Geographical skills and fieldwork</u> -Record and present information of trade links between the UK and the rest of Europe using digital technologies (word document).</p>	<p>beach, coast, hill, sea, ocean, mountain, forest, lake town, village, farm, house, office, harbour, shop, Greece, Europe, content, countries, distribution, United Kingdom.</p>	<p>Junior atlas, world map, hall world map,</p>

<p>Year 4 - autumn</p>	<p>Autumn 1- Roman Britain <u>Place Knowledge/Human and Physical geography</u> -To know that Rome is a city. -To know that Rome is the most populated in Italy. -To know that London is the most populated city in the UK. -To know that London is landlocked. - to know that Rome and London both have famous landmarks (Buckingham Palace, colosseum, pantheon, Tower of London)</p> <p>Autumn 2- Anglo Saxons <u>Locational Knowledge</u> -To know the world’s seven continents -To know the names of some European countries.</p> <p><u>Geographical skills and fieldwork</u> -To know the 8 points of a compass.</p>	<p>Autumn 1- Roman Britain <u>Place Knowledge/Human and Physical geography</u> -Compare the human and physical features of modern Rome with London today.</p> <p>Autumn 2- Anglo Saxons <u>Locational Knowledge</u> -Locate the continents of the world using a junior atlas/large hall map. -Locate countries in Europe including Italy, Germany, Sweden, Norway, Finland, Denmark and France.</p> <p><u>Geographical skills and fieldwork</u> Use eight points of a compass to identify countries in Europe.</p>	<p>Rome, continent, country, Europe, capital city, continents.</p>	<p>Atlas, world hall map, compass.</p>
<p>Year 4-spring</p>	<p>Spring 1 – Misty Mountain, Winding River <u>Locational knowledge</u> -To know the name of the highest mountain on each continent: North America: Denali South America: Aconcagua Europe: Elbrus Asia: Everest Africa: Kilimanjaro Australia: Kosciuszko Antarctica: Vinson -To know the names of the highest mountains in the UK -To know the names of the longest river on each continent: Nile River (Africa) Yangtze River (Asia) Mississippi-Missouri River (North America) Volga River (Europe) Murray-Darling River (Australia) Onyx River (Antarctica) Amazon (South America)</p> <p>Place Knowledge/Human and Physical geography -To know the key features of the water cycle are: precipitation, condensation, evaporation and accumulation. -To know the ways a river can change a landscape through erosions, transportation and deposition. - to use information books and the internet to research and present ways rivers are used for trade and transport. -to know the key aspects of mountains (steep, sloping sides and sharp or rounded ridges, and a high point, called a peak or summit. Most geologists classify a mountain as a landform that rises at least 1,000 feet (300 meters) or more above its surrounding area)</p> <p>-To know the different types of mountains- fold, fault-block, dome mountains, volcanic and plateau.</p>	<p>Spring 1 – Misty Mountain, Winding River <u>Locational knowledge</u> -Use an atlas index and atlas to locate highest mountains and longest rivers on each continent and in the UK.</p> <p>Place Knowledge/Human and Physical geography -Describe the key features of the water cycle (precipitation, condensation, evaporation, accumulation) -Describe the ways a river can change a landscape (erosion-course of the river changed, transportation-sediment to other areas of the river, deposition-deltas). -Research ways rivers are used for things like trade, transport etc.</p> <p>-Describe key aspects of mountains. -Learn about different types of mountain. Fold Mountains (Folded Mountains) Fault-block Mountains (Block Mountains) Dome Mountains, Volcanic Mountains, Plateau Mountains</p> <p>Geographical skills and fieldwork -Draw a labelled diagram of a River and include Erosion, Transportation, and Deposition.</p>	<p>river, body of water, source, tributaries, stream, meander, mouth, downstream, riverbed, floodplain, flow, spring, settlement, land use, water use, mountain, erosion, weathering, forest, hill, cliff, dome, volcanic, fold, fault-block, plateau, elevation, summit, tectonic plates, magma, water cycle, evaporation, condensation, precipitation, collection,</p>	<p>Atlas, world hall map, river photo place mats, ordnance survey map of lake district.</p>

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -To know that rivers can be presented and recorded in a variety of ways (sketch maps, plans and graphs, and digital technologies). -to know the fieldwork can be used to observe, measure & record human and physical features of a river. -To know that an OS map is an up to date map for using to find locations. -To know the symbols used in a key on an OS map of the Lake District identifying peaks- Scafell, Helvellyn, Skiddaw. 	<ul style="list-style-type: none"> -Visit a river and use fieldwork to observe, measure and record human and physical features. -Use an ordinance survey map of the Lake District to identify peaks in the Lake District- Scafell Pike, Helvellyn and Skiddaw 		
<p>Year 4-summer</p>	<p>Summer 1- Vikings <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -To know the Vikings settled in three main areas: Northumbria which includes modern-day Yorkshire, East Anglia and five boroughs. A borough was a town and the 5 towns were Leicester, Nottingham, Derby, Stamford & Lincoln. -To know that the Vikings originated from Denmark, Norway and Sweden. <p>Summer 2- Living things & their habitats <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -To know the name of the world's oceans and seas in relations to the equator, tropics of Cancer & Capricorn, Arctic & Antarctic Circles -The equator passes through 3 water bodies: Atlantic Ocean, Pacific Ocean, Indian Ocean.) Tropics of Cancer- Indian Ocean, Atlantic Ocean, Pacific Ocean, Taiwan Strait, Red Sea, Gulf of Mexico. Tropics of Capricorn- passes through 3 waterbodies which include the Indian ocean, Atlantic Ocean, and Pacific ocean. Arctic- arctic ocean Antarctic- Southern Ocean. -To know the location of the Great Barrier Reef <p><u>Place Knowledge/Human & Physical geography</u></p> <ul style="list-style-type: none"> - To know the key aspects of how climate change affects our oceans. (Climate change warms the ocean, causing knock-on effects such as thermal expansion - which leads to a rise in sea level - and changes in ocean currents. The melting of ice both on land and in the sea also affects the ocean, causing more sea-level rise.) 	<p>Summer 1-Vikings <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Use an atlas to locate York and Northumbria as the county in the UK. -Use maps of Europe (atlas) to identify countries from which Viking raiders came. (Denmark, Sweden, Norway) <p>Summer 2- Living things & their habitats <u>Locational knowledge</u></p> <ul style="list-style-type: none"> -Use the large hall map/atlas to locate the oceans & seas in relation to the equator, tropics of Cancer/Capricorn, Arctic/Antarctic circles. - Use an atlas to locate the Great Barrier Reef <p><u>Place Knowledge/Human & Physical geography</u></p> <p>Describe the key aspects of how climate change has affected our world's oceans.</p>	<p>map, globe, atlas, ocean, sea, equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, time zones, longitude, latitude, depth, area, climate, coral reef, habitat, Great Barrier Reef, town, island, natural wonder, overfishing, oil spills, coastal erosion, tourism, pollution,</p> <p>Saxon shore forts, Romans, Britain, map, town, river, estuary, coast, Viking raiders, map, locate, villages, Ordnance Survey map</p>	<p>Junior atlas, world hall map, globe.</p>

<p>Year 5 - autumn</p>	<p><u>Autumn 1- Marvellous Mechanisms</u> <u>Locational Knowledge</u> -To know that Florida is located in the south-eastern region of the US. -To know that Florida lies on a peninsula. -To know that a peninsula is a piece of land almost surrounded by water or projecting out into a body of water. -To know that Florida is surrounded on three sides by water by the Gulf of Mexico, the Atlantic Ocean and the Straits of Florida.</p> <p><u>Place Knowledge/Human & Physical geography</u> -To know the physical features of Florida are: <i>wetlands, beaches, many lakes, marshes and swamps, terrain is flat</i> -To know the human geographical features of Florida are: <i>theme parks, buildings, shopping malls.</i></p> <p><u>Geographical skills and Fieldwork</u> -To know that routes can be presented and recorded in a variety of ways (sketch maps, plans and graphs, and digital technologies).</p> <p><u>Autumn 2- The Solar System</u> <u>Locational Knowledge</u> -To know that Prime meridian is the imaginary lines that divides Earth into two equal parts: the eastern hemisphere and the Western hemisphere. -To know that the prime meridian is also used as a basis for the world's time zones. -To know that prime meridian appears on maps and globes. -To know that prime meridian is the starting point for the measuring system called longitude. -To know that time zones are divided by imaginary lines called meridians which run from the North pole to the South pole.</p> <p><u>Geographical skills and Fieldwork</u> -To know aerial photographs are photographs taken from the air.</p>	<p><u>Autumn 1- Marvellous Mechanisms</u> <u>Locational Knowledge</u> Use an atlas to identify the location of Florida on the continent of North America and the surrounding seas.</p> <p><u>Place Knowledge/Human & Physical geography</u> Compare the human & physical geography of Orlando Florida with Tamworth</p> <p><u>Geographical skills and Fieldwork</u> Locate popular theme parks on map in relation to urban and rural features and transport links.</p> <p><u>Autumn 2- The Solar System</u> <u>Locational Knowledge</u> Use an atlas/globe to identify the location of prime meridian. Describe the function of Prime Meridian and different time zones. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4 (time zones)</p> <p><u>Geographical skills and Fieldwork</u> Use aerial images of the Earth to identify geographical features including countries, continents, volcanoes, rivers, craters.</p>	<p>map, key, human, physical, features, contours, landscape, hills, valleys, plot, route, coordinates, direction, travel, distance, plot, world map, areas, countries, route, aerial photography, human, physical, characteristics, statistics, Tamworth , city.</p>	<p>Atlas, large hall world map, globe. Aerial images.</p>
<p>Year 5 -spring</p>	<p><u>Place Knowledge/Human & Physical geography</u> <u>Spring 1- Inventions & Industry</u></p>	<p><u>Place Knowledge/Human & Physical geography</u> <u>Spring 1- Inventions & Industry</u> -Compare the human and physical geography of Polesworth with London (past and present) -Research how land was used in Polesworth and London (the past) and how land is used presently.</p>	<p>map, United Kingdom, urban, rural, transport, route, journey, size, visitor capacity, cost, physical terrain, location, continent, country, town, city, village, hamlet, coast.</p>	

<p>Year 5 - summer</p>	<p>Summer 2- Ancient Egypt <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -To know that Egypt is located in the continent of Africa. -To know that the capital city of Egypt is Cairo. -To know that Luxor is a city on the east bank of the Nile River in Southern Egypt. It is on the site of ancient Thebes. -To know the countries bordering Egypt- Sudan, Libya, Israel, Gaza Strip. -To know that the surrounding seas are the Mediterranean Sea in the North and the Gulf of Suez, the Gulf of Aqaba and the Red Sea in the east. <p><u>Place Knowledge/Human & Physical geography</u></p> <ul style="list-style-type: none"> -To know that Egypt has a desert biome. -To know that the vegetation in Egypt has a wide variety of desert plants & trees, flowers and unique desert herbs. -To Know the Nile Delta is a green oasis where there are many blooming trees/bushes. 	<p>Summer 2- Ancient Egypt <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Use an atlas to locate Egypt in Africa and major cities within Egypt (Cairo-capital city/Luxor) -Use an atlas to locate the bordering countries of Egypt. -Use an atlas to locate the surrounding seas of Egypt. <p><u>Place Knowledge/Human & Physical geography</u> Describe the vegetation in Egypt and the biome. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p (biomes)</p>	<p>location, Prime, Greenwich, Meridian, time, zone, day, night, aerial, Earth, space, country, continent, volcano, river, crater, Egypt, map, landscape, country, sea, climate, River Nile, Cairo, Giza, Valley of the Kings, key, reference, society, wealth, fertile, banks, valley, desert, farming, settlement, monument, currency, language,</p>	<p>Atlas, maps of Egypt.</p>
<p>Year 6 autumn</p>	<p>Autumn 1- Darwin's Delights <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -To know the location of South America. -To know that the Galapagos islands are found in the Pacific Ocean, almost 1000km from the coast of Ecuador in South America. -To know the islands are at either side of the Equator, which means they are in both the Southern & Northern Hemisphere. <p><u>Place Knowledge/Human & Physical geography</u></p> <ul style="list-style-type: none"> -To know that the physical features of The Galapagos Islands are: formed of lava piles & dotted with shield volcanoes. The landscape is arid and has high volcanic mountains, craters & cliffs. -To know the human features of The Galapagos Islands are: cruises are a popular way to investigate the islands. <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> -To know that routes can be presented and recorded in a variety of ways (sketch maps, plans and graphs, and digital technologies). <p>Autumn 2-World War 2 <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -To know that the UK is located off the north-western coast of mainland Europe. -To know the counties surrounding our school (Warwickshire & Staffordshire) -To know that Coventry is south of Polesworth. <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> -To know how rivers and railways are represented on a map with a key/symbols. 	<p>Autumn 1- Darwin's Delights <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Use an atlas/world hall map to locate South America -Use an atlas to locate the Galapagos islands (South America Continent). https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zk9cxyz (Galapagos Islands) -Find longitude and latitude for each place Darwin visited and describe how it relates to the equator. <p><u>Place Knowledge/Human & Physical geography</u></p> <ul style="list-style-type: none"> -Compare and contrast the human & physical geography of the Galapagos Islands (South America) with Polesworth -Describe and research the physical geography of the Islands, in particular the volcanoes on Galapagos islands and plot on a map. <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> -Use physical and online maps to plot the route that Darwin took on the HMS Beagle. -Highlight places that he visited including Cape Verde, Falklands Islands, Galapagos Islands. -Draw a map/plan of Darwin's route. <p>Autumn 2-World War 2 <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> -Locate the UK on a world map/atlas and focus on identifying surrounding counties. -Locate on a UK map the city of Coventry and its position in relation to Polesworth. -Locate the cities and ports bombed during the Blitz on a map of the UK. Look closely at surrounding areas, considering why these places were vulnerable to bombing <p><u>Place Knowledge/Human & Physical geography</u> Compare and contrast the human and physical geography of Polesworth with Coventry (past and present)</p> <p><u>Geographical skills and Fieldwork</u> On a map of the UK, show bombed locations and plot on physical features such as rivers and human features-railway lines. Look at UK maps to find evacuation locations. Find out more about each destination using maps and online research.</p>	<p>route, Cape Verde Islands, Falkland Islands, Galapagos Islands, longitude, latitude, northern, southern hemisphere, equator, scale, horizontal, vertical, tourism, currency, weather, landmarks, language, climate, terrain, extinction, endanger, biodiversity, habitat, destruction, sea levels, United Kingdom, map, location, countryside, rural, city, port, river, railway, Coventry cathedral</p>	<p>Atlas, world hall map, online/physical maps to plot route of Darwin, OS map of Coventry, UK maps.</p>

<p>Year 6 spring</p>	<p><u>Spring 1-Frozen Kingdoms</u> <u>Locational Knowledge</u> -To know the longitude and latitude of both polar regions. -To know the last known position of the Sub Zero.</p> <p><u>Geographical skills and Fieldwork</u> -To know that a globe is a spherical representation of the Earth.</p>	<p><u>Spring 1 – Frozen Kingdoms</u> <u>Locational Knowledge</u> Identify and record longitude and latitude of both polar regions. Use an atlas to locate the last known position of the Sub Zero.</p> <p><u>Geographical skills and Fieldwork</u> Use a globe to show the Display Northern and Southern Hemisphere and key lines of latitude and longitude.</p>	<p>Northern, Southern hemisphere, latitude, longitude, equator, Prime Meridian, Arctic Circle, Antarctic Circle, similarities, differences, polar, pole, natural, man-made, ice, ocean, climate, zone, cold, winter, polar day, polar night, landscape, iceberg, glacier, compacted snow, ice field, tundra, climate change, natural resources, indigenous people, tourism,</p>	<p>Atlas, globe.</p>
<p>Yr6 Summer</p>	<p><u>Summer 2 – Mexico and the Mayans</u> <u>Locational Knowledge</u> -To know that Mexico is in Southern North America. -To know that Mexico is in the Northern Hemisphere. -To know that Mexico is North of the equator. -To know that Mexico is bordered by Guatemala, Belize, and shares maritime borders with Cuba and Honduras. -To know the location of the main cities of the ancient Maya Civilisation. -To know there are 4 standard time zones in Mexico.</p> <p><u>Place Knowledge/Human & Physical geography</u> -To know that Birmingham is a large city. -To know that Mexico City is the capital of Mexico. -To know that physical features of Mexico are: plateaus, mountains, and coastal lowlands. Mexico's climate and vegetation include deserts, tropical forests and cool highlands. Key natural resources in Mexico include oil, silver, gold and scenic landscapes. -To know the human features of Mexico are: Maya site Chichén Itzá, Aztec ruins, ancient Spanish colonial buildings, modern skyscrapers. -To know that Mexico's major exports are machinery and transport equipment, steel, electrical equipment, chemicals, food products (Avocados) and petroleum and petroleum products. -To know that for-fifths of Mexico's petroleum is exported to the US, which relies heavily on Mexico as one of its principal sources of oil (minerals) .</p> <p><u>Geographical skills and Fieldwork</u> -To know that human & physical features can be presented and recorded in a variety of ways (sketch maps, plans and graphs, and digital technologies). -To know that graphs are a visual way to present data. -To know the 8 points of a compass. -To use 4 and 6 figure grid references.</p>	<p><u>Summer 2 – Mexico and the Mayans</u> <u>Locational Knowledge</u> Locate Mexico in an atlas Use world maps to locate Mexico, identifying which hemisphere it is in, its location in relation to the equator. Use a map of Mexico to label the 4 time zones. Locate some of the main cities of the ancient Maya civilisation , such as Uxmal, Chichen Itza, Tulum, Tikal on a map of South America.</p> <p><u>Place Knowledge/Human & Physical geography</u> Compare and contrast the human & physical geography of Mexico (North America) with Birmingham Describe the global trade Mexico has with other countries.</p> <p><u>Geographical skills and Fieldwork</u> -Record and present information on the location of the Chihuahuan Desert focussing on animal & plant species found there using digital technologies (word document). -Use graphs to show the climate in this desert. -Describe the physical (climate) and human features of the Chihuahuan desert and focus on the people that live there and the difficulties they may face. -Use eight points of a compass to identify the main cities of the ancient Maya civilisation, such as Uxmal, Chichen Itza, Tulum. -Use 4 & 6 figure grid references for the main cities of the ancient Maya civilisation.</p>	<p>Mexico, hemisphere, equator, city, sea, mountain range, tourism, Chihuahuan Desert, daily life, city, Ancient Maya civilisation, longitude, latitude</p>	<p>Atlas, north /south America maps, compass.</p>